

Variances to Standards Rubric Considerations

Variance implementation: (Circle) Initial Renewal 1st semester 2nd semester
Application # _____ Standard(s) for which variance is requested: _____
Reviewer's Name _____ Date _____

Administrative Rule Criteria	Considerations for Application of the Criteria
Application contains evidence that local school community stakeholders were involved in the consideration and development of the proposed variance. Criteria 10.55.604 (1)(b)	This can be <ul style="list-style-type: none"> a school board meeting dated sign-in sheet a description of the Leadership Team process and membership evidence such as parent/student surveys
Application contains evidence that the application for the proposed variance was adopted at an official, properly noticed meeting of the board of trustees. Criteria 10.55.604 (1)(b)	Must have <ul style="list-style-type: none"> Notice of Board meeting where variance request is on the agenda Minutes of the Board meeting where the application was approved
Description of the variance	Must have a description that is <ul style="list-style-type: none"> clearly stated with as much detail as possible provides all necessary information that reviewers need in order to act upon the application addresses both the current standard and the way in which the variance would alter it
Statement of mission and goals of this proposed variance	Consider <ul style="list-style-type: none"> Mission is the overall "big picture." May include how the variance fits into the overall purpose of the school. Goal is the overall outcome intended by the variance.
Statement of specific measurable objective(s) which demonstrate that the variance will meet or exceed results under the BPE adopted standard	Measurable objective: who , will do what , by when , as measured by what ? Re-read the BPE adopted standard(s). <ul style="list-style-type: none"> What is the intent of the standard? What are the intended outcomes of the standard? Does the application make a convincing case that these outcomes will be met or exceeded through this variance?

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Data to be gathered as evidence of progress toward meeting the measurable objectives	<p>Consider:</p> <ul style="list-style-type: none"> Does the data to be gathered related directly to the intended outcomes of the variance? Is the data to be gathered sufficient to evaluate the success of the variance?
Variance to standard meets the specific needs of the students in your school(s)	<p>The variance may impact students directly or may impact those who teach them. May include:</p> <ul style="list-style-type: none"> Description of school Specific conditions or challenges Local demographics Teacher experience/expertise School or community culture
Variance is workable Criteria 10.55.604 (1) (a)	<p>Workable. "Doable." Consider resources for the success of the variance:</p> <ul style="list-style-type: none"> funding staff school configuration enrollment facilities scheduling etc.
Variance is educationally sound Criteria 10.55.604 (1) (a)	<p>Consider</p> <ul style="list-style-type: none"> Does the application cite where this approach has been used successfully elsewhere? Does the application cite research? Does the applicant use any data to support the educational soundness of the variance?
Variance is aligned with program standards (Only applies to those standards, which also have a related program delivery standard) Criteria 10.55.604 (1) (a)	<p>Consider:</p> <ul style="list-style-type: none"> Does the application provide a complete crosswalk to the program delivery standards? Is the alignment easily recognized and does it make sense? Do the personnel for the variance have the skills and knowledge to meet the program delivery standards?
Designed to meet the content standards for this area of the curriculum (Only applies to those standards, which also have related curriculum content standards)	<p>Consider:</p> <ul style="list-style-type: none"> Does the application provide a complete crosswalk to the content standards? Is the alignment easily recognized and does it make sense? Do the personnel implementing the variance have the skills and knowledge needed to meet the content standards?